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EXERCISES AND SONGS

FOR

SCHOOL AND HOME.

PART III. BOARD OF EDUCATION,

New York City.

M. D. G. S. No. 74

AP' 29 1886

NEW YORK.

C. H. BROWNE,
19 BOND STREET.

L. Aur 7 5018, 85,435

ARE TABLE DE LEGE CHARAST 2/2T OF THE 3 SENSON SCHOOL OF EDUCATION JAMES 14, 1928

RULES.

- 1. Heels close together.
- 2. Arms hanging easily downward.
- 3. Chest forward.
- 4. Head erect; inclining neither backward nor forward.
- 5. Mouth not O but O; room for the thumb between the upper and the lower teeth.
- 6. Sing piano, seldom forte.

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J. M. ARWSTRONG & Co., MUSIC TYPOGRAPHERS, 7:0 Sausom St., Philadelphia, Pa.

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5 5 5					
ייזער דער ייסורכ ד	v	וים	DMUND KRETSCHMER.		
I WELVE INIOS E	1	ניב	DMUND KREISCHMER.		
1. Laughing in the sunshine		3 1	7. Happy days and happy nights		10
2. How merrily this summer morn		4	8. Those evening bells		
3. Faintly flow, thou falling river		5	9. Reflected on the lake		14
4. The rain, the gentle, loving rain		6	10. As it fell upon a day		
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		- 1		. ,	~~

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In the key of Bb, pages 122, 123, 124. In the key of Eb, pages 135, 136. In the key of Ab, pages 148, 149. In the key of E, pages 153, 154.



A. Manner of Dealing with the Triad in the Different Grades of Instruction in Singing.

The Triad forms the basis of harmony in song; it is therefore necessary that singers, especially singers of part-songs, should be acquainted with the same in its various positions.

The following remarks are offered as suggestions of the manner in which this knowledge may be imparted.

The tones of the common chord are the first to which the attention of little children should be called, for the reason that a child more easily perceives and comprehends greater intervals than smaller ones; moreover the Triad should form the foundation of the instruction given in every grade of elementary instruction in singing.

The teacher sings the tone f., then c., then a., calling attention to their relative he ght, and lets the children imitate them; then practice the following exercises:—



It is not to be expected that this can be done in one or even in several lessons; it will require much practice and great patience and care; for at this stage of the instruction all those points must receive attention, which are enumerated in the remarks prefatory to Parts I and II. We earnestly recommend the teacher to read those remarks carefully, for at this step the foundation is laid for good singing or for bad.

2. The teacher sings to the little ones and teaches them to sing by ear some simple song concerning objects familiar and interesting to children of their age, which embraces the five tones, f. to c. The first five songs in Part I are adapted to this purpose; but though written in c., they must be sung in f.

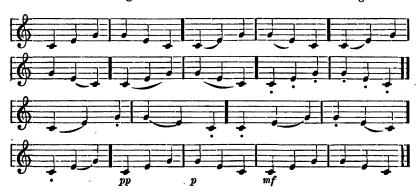
It is of the first importance that all songs sung by children of the lower primary classes, who range in age from five to seven, should lie within the limits of the five tones mentioned. All higher or lower tones should be carefully avoided, as the tender vocal organs of the majority of such children would otherwise be ruined.

The teacher should carefully explain the text and should sing the songs to her pupils in a tasteful manner.

3. The children should now be led to find the tones lying between f., a., and c. Use the syllable la and the numerals, 1, 3, 5, and 1, 2, 3, 4, 5.

These exercises many times repeated will be sufficient for children during their first and second years in school. Each term two or three easy songs should be taught by rote, and those previously learned reviewed. As the children advance in age the following steps may be taken.

4. The children sing the tone of the common chord in the following manner:



5. The tones of the common chord with the addition of the octave and the upper third.



6. The common chord on the fourth degree of the scale of c. major (f, a, c).



7. The common chord on the fifth degree of the scale of c. major (g, b,d).



8. The tones of the common chord on the fourth degree with the octave above and the lower fifth,





9. The tones of the common chord on the fifth degree, with the lower third and fifth.



10. Combination of the common chords on degrees I, IV, V. The teacher will find exercises in Part I, page 26, Ex. 61-66.

11. The teacher gives the term "related chords." "On which degrees are the related chords found? Which are the tones on the fourth and fifth degrees?"

12. Ground of relationship. Write the scale of c. on the board. Name the tones of the chord on c. (c, e, g). Cross off these tones from the written scale. Name the tones of the chord on the fourth degree (g, b, d). Cross off as before.



The children see that the tones of these three chords together comprise every tone of the scale. This constitutes their relationship.

Deal with every scale in the same way.

B. Employment of the Triad in Two-part Singing.

- 1. The teacher divides the class into two parts, alto and soprano, and lets one division sing c. and continue holding that tone, while the other division, at first silent, takes up and sings e.; then reverses the exercise so that the tone e. is first sung by one set and is held while the other set comes in with c. Treats the other intervals of the triad e. g.—e. c.—etc. in the same way as the exercises show which are given in Part II, Page 13, a.
- 2. The same with the related chords on the fourth and fifth degrees. Part II, Page 13, a.
- 3. Then follow exercises on the intervals of the common chord in combination with intervals of the related chords of the fourth and fifth degrees. Part II, Page 17, a, 1-7.

The greatest care must be taken that intervals be given truly and precisely, and that the singing be piano.

C. How to Proceed when Teaching a New Song.

- I. The text of the song.
- 1. The teacher reads the poem to the children and then lets them read it from the black-board or their books. Any mistakes that occur in pronunciation or in the grouping of words should be at once corrected.
- 2. She then questions the pupils as to the meaning of each sentence; she asks them to state in the language of prose the thoughts expressed, retaining as far as possible the words of the poem, but restoring them to their natural order of precedence, bringing modifying elements close to the words they qualify, etc.

- 3. She makes clear the meaning of all words which are new to the pupil.
- 4. She explains all figures of speech occurring in the poem.
- 5. The sentiment of the poem as a whole is discussed, and the opinions of the pupils asked as to what tempo should be used, which phrases should be sung piano, which forte, where the time may be retarded, where accelerated, etc.

Suppose the song to be taught is "In the Woods," Part III, No. 78. The teacher may proceed as follows:

- a. She reads to the class the entire poem, then lets the children read it. "No, do not say: 'Outside by care, I'm haunted,' but 'Outside, by care I'm haunted.' The phrase 'by care' modifies what word in the sentence? Do not say too mult, but tumult, etc."
- b. "What is meant by 'life's burden of joy and grief?" Is joy ever burdensome? How does a wise man bear good and ill fortune? How did the person here speaking learn to bear all burdens? Is it ever good to retire for a while from the cares of business and the pleasures of social life? Why?"

"In the first sentence of the second verse, what is the subject, what the predicate, what the object? Are the words in their usual order? Put them in their usual order. Do the same with the clause, 'Then worldly care and sorrow your glad smile drives away.'"

- c. The teacher will probably find it necessary to explain among others the words, woodland, haunted, baseless, verdure, spell, responsive, etc. The precise shade of meaning of the word as here used, should be given. That is to say, the particular not the general meaning is wanted.
- d. "Why does the writer say that he is 'haunted' by care? To what is the term 'haunted' generally applied? At what hours are such apparitions supposed to pay their visits? Does care ever visit a person by night and disturb his sleep? What is meant by baseless hope?"

In the same way the phrases "breaks the spell of slumber," "your heart responsive wakes," "the god of day," etc., should be dealt with.

c. The teacher develops the idea that the poem is serious in tone, though not mournful, in as much as it expresses the feelings of a person taking leave of a scene endeared to him not only by long acquaintance, but by the positive benefits that it has conferred upon him in affording him a place of refuge from the cares of a busy world, and by teaching him how vain are all worldly goods, and how strong and happy the man is whose spirit is at peace with itself.

The conclusion is that the song should be sung in a moderate tempo and in a feeling manner. The sentiments expressed in the various sentences clearly indicate the expression required.

- II. The music may be dealt with as follows:-
- 1. Determination of the key by means of the signature and the closing.
- 2. Reading and singing the scale in that key.
- 3. Reading and singing the common chord of that key, first as a broken chord, then in accord.
 - 4. Reading and singing the related chords on the fourth and fifth.
- 5. Specifying the various intervals that occur and practicing those that are 'difficult to get correctly.
- 6. Determining the time by means of the time mark. Explanation of any passages that present difficulties as to time.
- 7. In two and three-part singing, reading the different parts separately and considering their rhythmical relation to one another, and then singing them. The highest part should generally be taken last.
 - 8. Examination of the composition with reference to marks of expression.

Below we give an illustration of the way in which the song "Sing to the Lord," by B. Klein (Part III, Page 119) might be handled.

- a. "In what key is this song? What are the related chords of the fourth and fifth degrees?"
- b. "What is the signature of this key? What incidental marks of modulation (accidentals) occur in the division A to B? Which in the division B to C?"
- c. "In what key is the beginning of the song up to A written? The part from A to B?"
 - d. "What modulation occurs in the passage B to C?"
 - e. "In what key are the measures from C to D? The part D to E?"
 - f. "What do you see peculiar in the two parts E to F, and F to G?"
 - "They are repetitions of the first degree with slight variations."
 - g. "Upon what chord are the last three measures based?"
- h. "In what time is this piece written? Which are the accented and which the unaccented beats?"
- i. "What words or syllables must be especially accented in part A to B? In C to D? In G to H?"
- k. "What chords occur in the measures between A and B? What are the related chords on the fourth and fifth degrees?"
 - l. "What related chords occur in C to D? In D to F?"

EXERCISES.

- A. In the Key of C, Pages 11, 12, 13, 14.
- B. In the Key of G, Pages 45, 46, 47.
- C. In the Key of D, Pages 71, 72.
- D. In the Key of A, Pages 92, 93.
- E. In the Key of F, Pages 103, 104.
- F. In the Key of Bb, Pages 122, 123, 124.
- G. In the Key of Eb, Pages 135, 136.
- **H.** In the Key of Ab, Pages 148, 149.
- I. In the Key of E, Pages 153, 154.

Α.

KEY OF C.

I. Common Chord of C, and the Related Chords of the IV and V.





















No. 6.-THE DAWN.







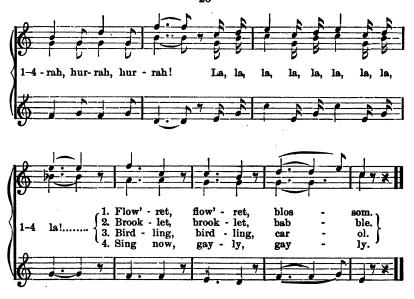


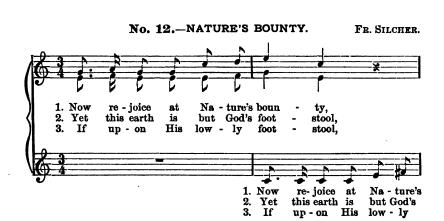














Who God's greatness understand? Who God's greatness under stand?
 That around His throne doth glow, That a-round His throne doth glow!









No. 15.— HUNTSMAN'S CHORUS. C. M. von WEBER.

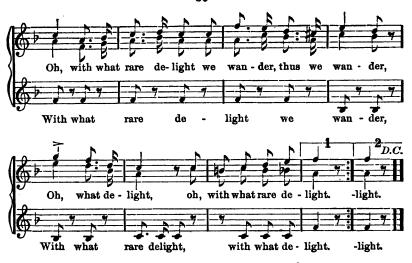


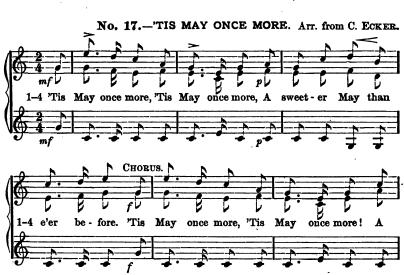








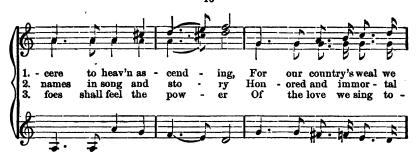


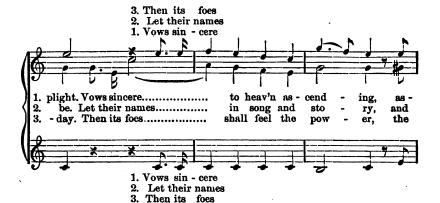


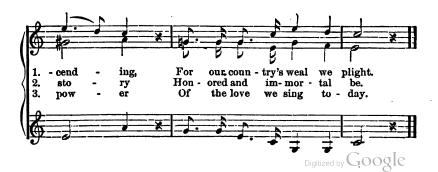






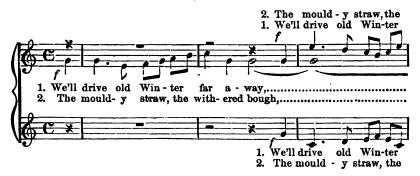


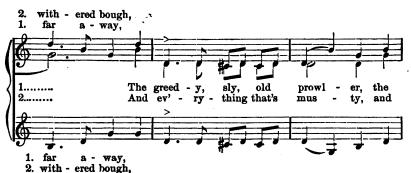




No. 19.-MAY SONG.

FRANZ ABT.











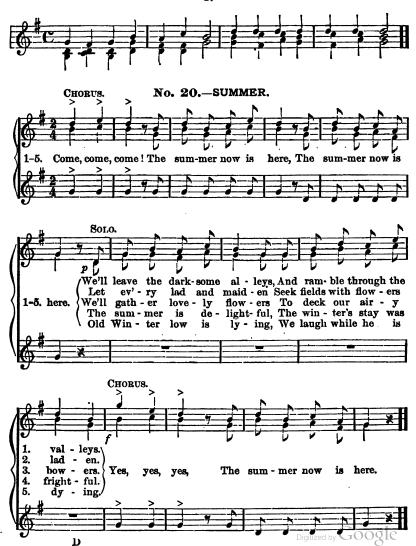


В.



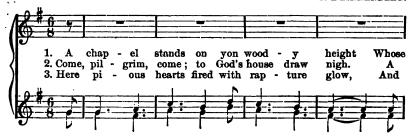


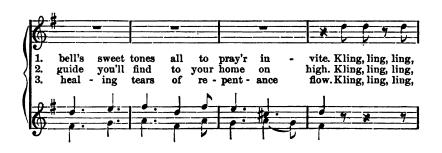


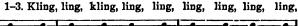


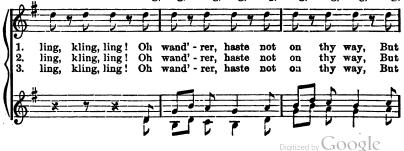


I. DRINNENBERG.









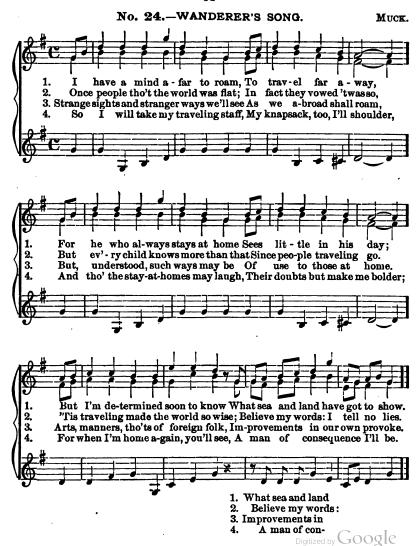


No. 23.—CONFIDENCE IN GOD.











1 The balm-y air,

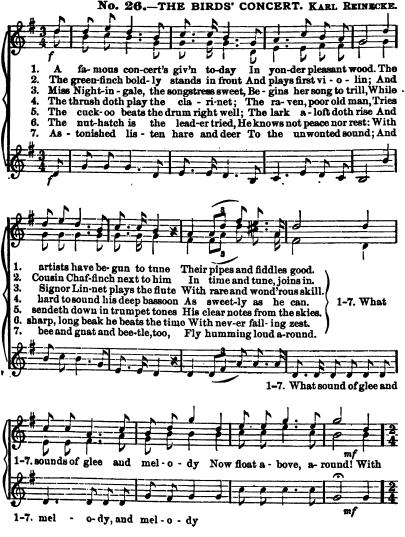
2. The ech-oes ring

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The smiling morn.

The side a-long?







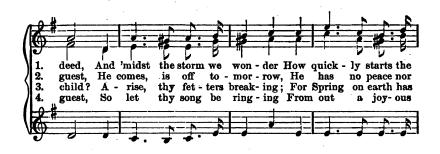




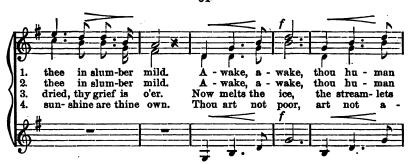












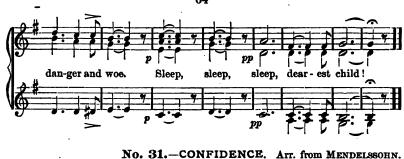




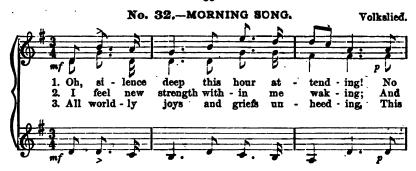
No. 30. - SLEEP, DEAREST CHILD. LUIGI CHERUBINI.











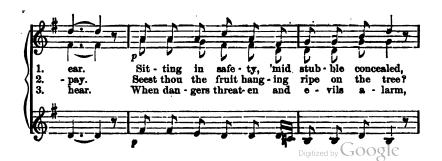








. 1











KEY OF D.



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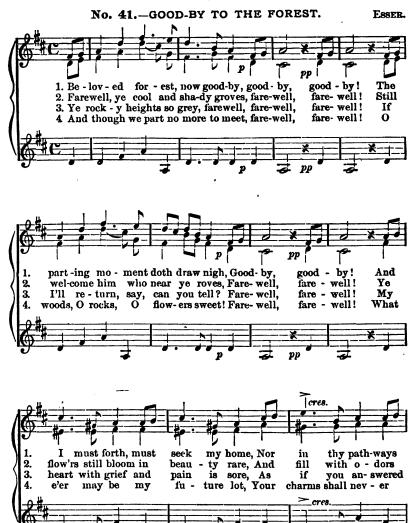










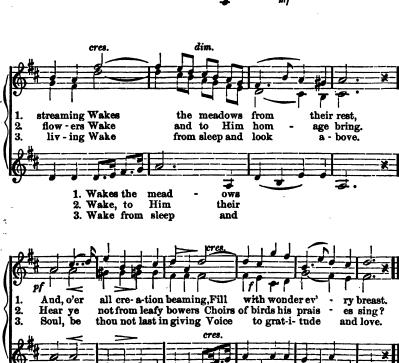


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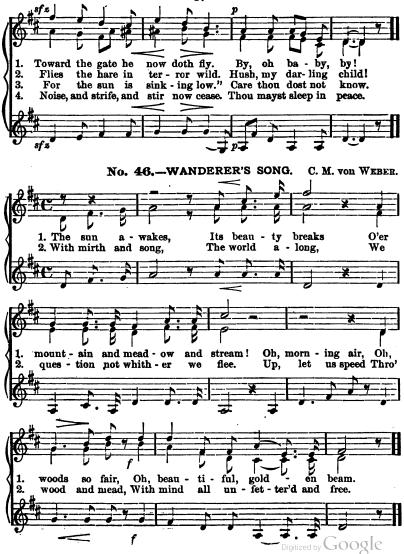






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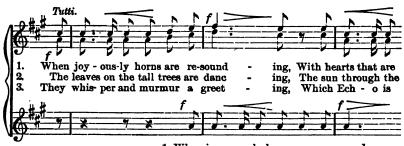


D.KEY OF A.









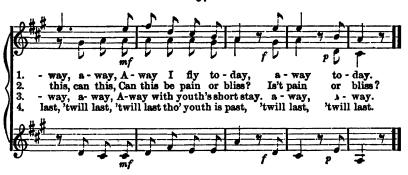
- 1. When joy ous-ly horns are re sound -
- 2. The leaves on the tall trees are danc -
- 3. They whis per and mur-mur a greet -



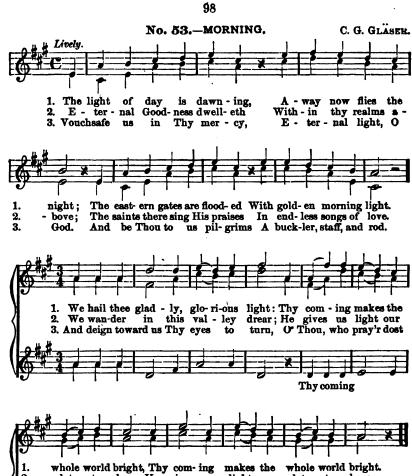
- 1. ing, With hearts that are merrily bounding, We sing in the woods.
- 2. ing, The sun through the branches is glancing, How fair are the woods.
- 3. ing, Which Ech o is soft-ly re-peat-ing, Deep hid in the woods.









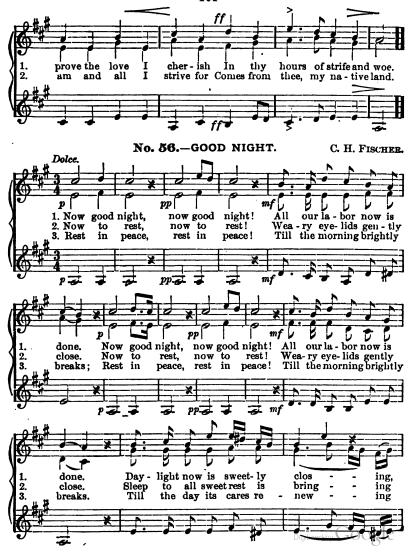


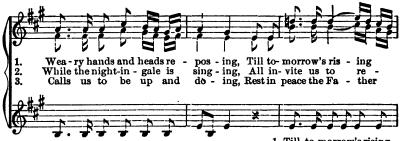
lot to cheer, He gives us light our nev - er spurn, Oh Thou, who pray'r dost lot to cheer. nev - er spurn. Digitized by











- 1. Till to-morrow's rising 2. All in-vite us to re-
- 3. Rest in peace, the Father





E.

KEY OF F.



Modulation from F to C and back.

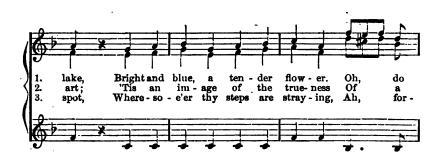




THE CHORD OF THE SEVENTH.



















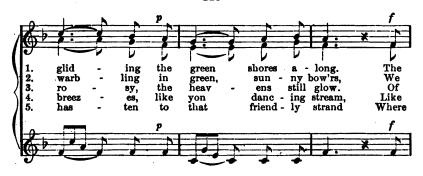
111
No. 61.—FORGET NOT. F. I. von Lindpainter.



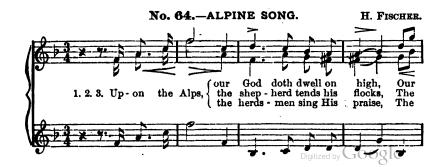




















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F.





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THE CHORD OF THE SEVENTH.







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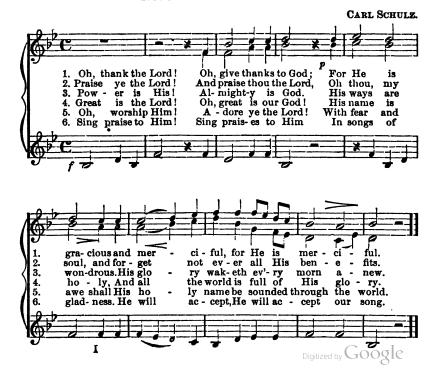
No. 69.—WHEREFORE DO SUCH BITTER TEARS.







No. 71.—THANKSGIVING.



















G.







1. I know not what it mean-eth That thus my spir - its
2. A beau-teous maid - en sit - teth Up yon-der, won - drous
3. The boat-man in his wher-ry It fills with rest - less



No. 78.-IN THE WOODS.

MENDELSSOHN.







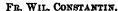


No. 80.—THE LILY-MAIDEN'S CRADLE SONG.





No. 82.—EVENING PRAYER.















No. 85.—DEPARTURE FROM THE FOREST.





H.

KEY OF Ab.



Modulation from Ab to Eb and back.



THE CHORD OF THE SEVENTH.



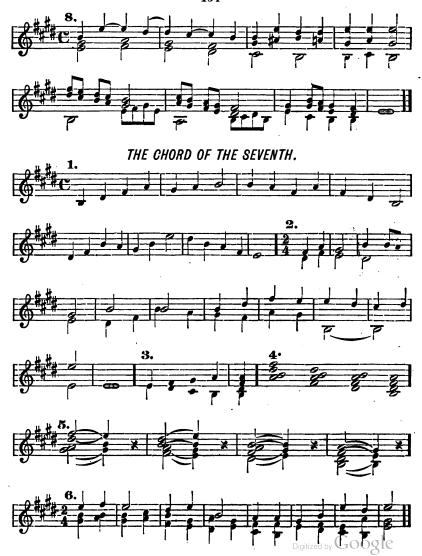


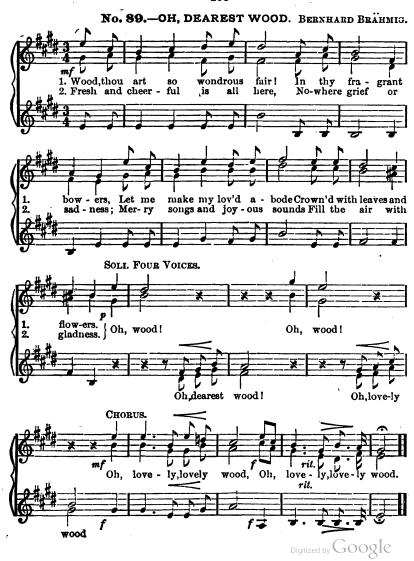
















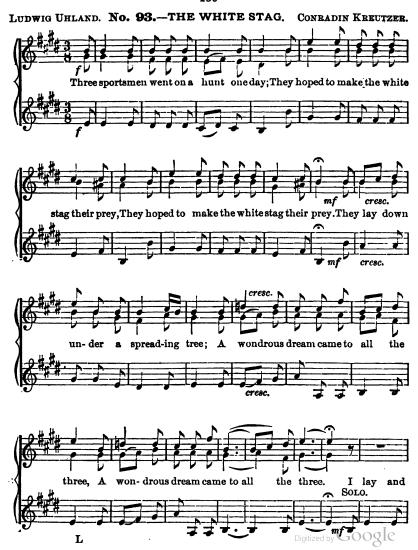
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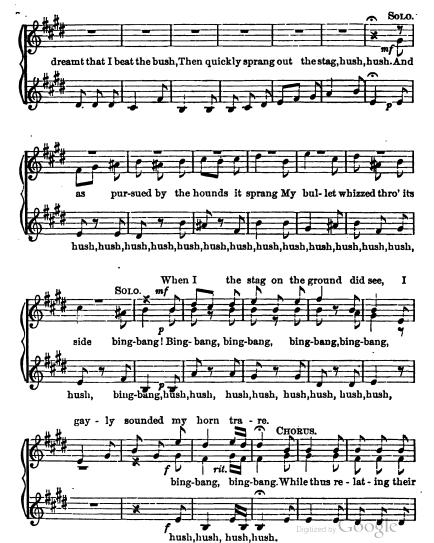














K.

SONGS IN MINOR KEYS.



















